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MUSICAL EDUCATION OF PRESCHOOLERS

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Abstract: The most effective types of ICT adapted for preschool age are: multimedia presentation; educational and developmental programs; interactive whiteboard; interactive tables; interactive sandbox, etc. Musical and artistic development includes the following educational areas: music, artistic creativity, reading fiction, etc. The use of ICT in the framework of music classes is carried out in a number of areas: music-developing classes; holidays and entertainment; creative projects, etc.

Keywords: musical education / preschool education and upbringing / information and communication technologies / computerization / musical education / preschool education and upbringing / information and communication technologies / computerization.

Musical education of preschoolers.

Various types of art have specific means of influencing a person. Music also has the opportunity to influence the child at the earliest stages. It has been proven that even the prenatal period is extremely important for the subsequent development of a person: the music that the expectant mother listens to has an impact on the well-being of the child.

Music is one of the richest and most effective means of aesthetic education, it has a great power of emotional impact, educates a person's feelings, forms tastes.

Modern scientific research suggests that the development of musical abilities, the formation of the foundations of musical culture – that is, musical education should begin at preschool age.

While engaged in musical education, it is important to remember about the general development of children. Preschoolers have little experience of ideas about human feelings that exist in real life. In addition to a variety of information about music that has cognitive significance, a conversation about it includes a characteristic of emotional and figurative content, therefore, the vocabulary of children is enriched with figurative words and expressions that characterize the feelings conveyed in music. The ability to imagine and reproduce the pitch of sounds in a melody also involves mental operations: comparison, analysis, comparison, memorization, which also affects not only the musical, but also the overall development of the child. As already mentioned, music develops the emotional sphere.

Emotional responsiveness to music is one of the most important musical abilities. It is connected with the development of emotional responsiveness in life, with the upbringing of such personality qualities as kindness, the ability to sympathize with another person.

The development of musical abilities is one of the main tasks of musical education of children. The question of the nature of musical abilities is crucial for pedagogy: whether they represent innate human properties or develop as a result of environmental influences, upbringing and training. It exists only in motion, only in development. Abilities depend on innate inclinations, but develop in the process of education and training. All musical abilities arise and develop in the musical activity of the child. "It's not that abilities are manifested in activity, but that they are created in this activity," the scientist writes

This statement has become generally accepted in pedagogy and psychology. Let's look at the types of activities in which musical abilities develop.

Activity is an active process of mastering social experience, cultural achievements. Throughout his life, a person masters various types of activities, as a result of which he develops mental qualities and personality traits. Some of them acquire special significance, proceed most successfully. In selective relationships, inclinations to certain types of activities, personal qualities of a person manifest themselves. Perception, memory, thinking, imagination, sensations are improved in the activity.

One of the first to pay serious attention to preschool children's music was the well-known teacher of Uzbekistan, associate professor of the Department of "Musical Education" (PhD)Nurullaev F.G. At the same time, the systematic collection of folk works for children in Uzbekistan began.

When learning a song, the child listens attentively to the intro to the song, tries to start it in time, catches the set tempo, reflects simple shades when performing it, simultaneously finishes the performance with his peers. As you can see, actions can be external, objective: the child sings, moves, conducts, plays an instrument, etc., as well as internal: perceiving music, he is imbued with its emotional mood, compares solo and choral sound, listens to his own singing. If the action is repeated many times, it is gradually assimilated and becomes a skill.

The combination of these skills then allows the child to cope with new, more complex actions.

In the musical education of children, the following types of musical activity are distinguished: perception, performance, creativity, musical and educational activities. They all have their own varieties. So, the perception of music can exist as an independent type of activity, or it can precede and accompany other types. Performance and creativity are carried out in singing, musical and rhythmic movements and playing musical instruments. Each type of musical activity, having its own characteristics, assumes that children master those ways of activity without which it is not feasible, and has a specific impact on the musical development of preschoolers. Therefore, it is very important to use all kinds of musical activities.

Rhythmic feeling finds expression primarily in musical and rhythmic movements, the reproduction of rhythmic patterns in clapping, on musical instruments, in singing. Emotional responsiveness to music develops in the process of all types of musical activity.

Perception is a reflection in the cerebral cortex of objects and phenomena affecting human analyzers. Perception is not just a mechanical, mirror image of a person's brain of what is in front of his eyes or what his ear hears. Perception is always an active process, an active activity. It is the first stage of the thought process; therefore it precedes and accompanies all types of musical activity.

The perception of music by young children is characterized by an involuntary nature, emotionality. Gradually, with the acquisition of some experience, as the child becomes proficient in speech, he can perceive music more meaningfully, correlate musical sounds with life phenomena, determine the nature of the work. In older preschool children, with the enrichment of their life experience, the experience of listening to music, the perception of music gives rise to more diverse impressions.

The perception of music by an adult differs from that of a child in that music is able to evoke richer life associations, feelings, as well as the ability to comprehend the music heard at a different level than children.

Thus, perception depends on the level of musical and general development of a person, on purposeful upbringing. Both emotions and thinking are involved in the perception of works of art. When listening to music, the role of the emotional component is especially great. If a person has a developed perception, then he comprehends the meaning of a piece of music even with one listening. With repeated listening, the perceived musical image deepens, the work opens up with new facets.

The difference in the nuances of music develops in children from an early age.At each age stage, the child distinguishes the most vivid expressive means with the help of the possibilities that he possesses – movement, word, game, etc. Before performing a song or dance, the child listens to music.

Musical performance is carried out in singing, musical rhythmic movements, playing musical instruments. To master various types of performing activities, it is necessary to form certain skills and abilities in children. Some of them are mastered with ease, others with difficulty. Through him, children convey their feelings, thoughts, experiences.

Singing is the most popular and accessible type of performance. In singing, the whole complex of musical abilities is successfully formed: emotional responsiveness to music, a sense of harmony, musical and auditory representations, a sense of rhythm. According to doctors, singing is the best form of breathing exercises.

In kindergarten, preschoolers are not only trained in practical musical skills and abilities, but also receive the necessary theoretical knowledge about music. For the development of musical abilities, children need certain knowledge.

The development of a sense of rhythm needs to know that musical sounds have different lengths – they are long and short, that they move and their alternation can be measured or more active, that rhythm affects the nature of music, its emotional coloring, makes various genres more recognizable.

This use of various types of activities is explained by the fact that using mainly singing and musical-rhythmic movements in the classroom, it is easier for teachers to make a concert program for a festive matinee. In the course of my observations, I came to the conclusion that preschoolers, graduating from kindergarten, do not know how to analyze music, sing purely, listen, have no idea about elementary musical concepts (the direction of movement of the melody, registers, frets).

After attending music classes in kindergartens, I noticed that most of the classes are monotonous and very little play forms of learning are used.

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